

REACHING HIGHER

Strategic Initiatives for Higher Education in Indiana

College Completion

Affordability

→ **PREPARATION**

Community College

Major Research
Universities

Accountability

REACHING HIGHER WITH COLLEGE PREPARATION

Preparing K-12 Teachers,
School Leaders and Students
for College Success

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Indiana Commission for Higher Education

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INDIANA COMMISSION
for
HIGHER EDUCATION

To thrive as a state and as individuals, all Hoosiers will need to achieve a depth and breadth of education never seen in the state's history. To meet this objective, the Indiana Commission for

Higher Education developed and adopted *Reaching Higher: Strategic Initiatives for Higher Education in Indiana (2008)* in six key areas: College Completion, Affordability, Preparation, Community College, Major Research Universities and Accountability. These papers support the Commission's *Reaching Higher: Strategic Directions for Indiana (2007)* by outlining specific initiatives and recommendations for action.

THE CHALLENGE

Fueled by information, powered by technology and driven by knowledge, the world in which we live has become increasingly complex and interconnected. Our children and the generations of children to follow will need far more knowledge and skill than ever before to make sense of the world around them, to make reasoned judgments about their lives and to contribute to society. The extent to which they develop knowledge and skills will heavily affect their economic futures. Global competition for jobs makes this even more urgent.

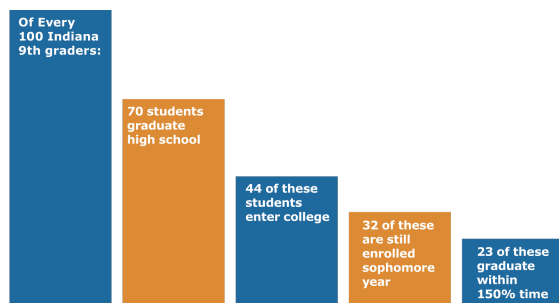
The issue reaches beyond the individual to encompass the future of our state. A highly skilled, technologically literate workforce is essential to growing new jobs, generating personal income and creating an overall better quality of life for all Hoosiers. Indiana's economic vitality depends on an educated workforce.

These combined realities require that Indiana have an education system where the **vast majority of our students successfully complete education beyond high school.**

Not completing a two- or four-year college degree has dramatic financial implications to the individual as well as the state. The lifetime earning potential of a student not completing higher education is nearly \$1 million less than that of an individual with a degree. Ten thousand additional students earning a four-year degree will add as much as \$250 million per year to the economy (approximately \$10 billion over a 40-year lifespan).¹

For every 100 9th grade students in Indiana, only 70 graduate from high school on time, only 44 enroll immediately in college, only 32 are still enrolled in their sophomore year and only 23 graduate from college.² For students growing up in low-income families, fewer than nine of these students will earn a bachelor's degree by age 24.³ The gaps by race also are stark, with African Americans attaining bachelor's degrees at nearly one-half the rate of whites.⁴

**Indiana's Education Pipeline:
High School to College Completion**



Note: 150 percent time defined by graduation within three years for an associate degree and six years for a baccalaureate degree.

Source: NCHEMS, 2008

Today, far too few Indiana students are leaving high school prepared to succeed in college. Nearly one-third of high school graduates who go directly to college are immediately enrolled in remedial courses due to gaps in their preparation.⁵ In addition, too many Indiana students are cutting off their chance for college by failing to complete high school. Nearly a quarter of students drop out of high school without graduating.

Students entering postsecondary education inadequately prepared for the rigors of college often are placed in noncredit or remedial (i.e., high school-level) courses wherein they pay college tuition to learn high school-level skills and concepts. As a result, these students take longer to complete their programs of study and are left with larger debt upon graduation.

Postsecondary remediation cannot make up for inadequate preparation in high school. Studies indicate that more than three-quarters (76 percent) of all students who take remedial courses in reading and nearly two-thirds (63 percent) of students who take one or two remedial courses in math fail to earn degrees, according to the National Center for Education Statistics.⁶ Teaching high school courses (remediation) in college is not an answer to inadequate preparation in high school.

At a time when experts say that **roughly two-thirds of new jobs will require education beyond high school**, this is particularly problematic. Without significant improvements across our P-16 educational system and deliberate efforts to close achievement gaps, the future well-being of our economy, our democracy and our position as national leaders in the world are at risk.

Each education sector has an important part to play in ensuring that Indiana meets these challenges. Though our K-12 partners prepare our students for college, we prepare the classroom teachers and educational leaders for our K-12 schools. **Collectively, we must realize the opportunities and potential of working together for student success.**

PREPARATION OF TEACHERS AND SCHOOL LEADERS FOR K-12 SUCCESS (Higher Education Pipeline)

The quality of the teacher in the classroom is perhaps the most important factor in improving student achievement toward college readiness. Studies show that students who have several strong teachers in a row will thrive no matter what their family background. Conversely, students who have just three consecutive weak teachers will perform poorly.⁷

Poor and disadvantaged students are most likely to have the least-qualified teachers, thus continuing the cycle of poverty and disenfranchisement. Indiana must do more to ensure that every student has a highly effective teacher. Teachers must have strong content knowledge to improve student achievement.

Results from a Boston study of teacher effects are fairly typical. In just one academic year, the top third of teachers produced as much as six times the learning growth as the bottom third of teachers. In fact, 10th graders taught by the least-effective teachers made nearly no gains in reading and even lost ground in

math.⁸ Research in Tennessee and Texas revealed that these effects are cumulative and hold up regardless of the race, class or prior achievement of students.⁹

In every subject area, students in high-poverty schools are more likely than other students to be taught by teachers without even a minor in their fields. Additional research shows that when this pattern is reversed, initially underperforming children who are taught by the top-tier teachers outperform initially high-achieving students who are taught by bottom-tier teachers.¹⁰

Approximately 3,000 new teachers enter Indiana classrooms each year.¹¹ A significant majority of these new teachers are prepared at Indiana institutions (40 accredited teacher-preparation programs in Indiana). Thus, higher education must be an ongoing partner with K-12, ensuring that the preparation new teachers, school counselors and school leaders receive is relevant and in step with the very real challenges they will face today — and provides the foundation for the adapting and re-skilling that will be necessary throughout their professional lifetime.

Student learning is what matters most. Therefore, teacher-preparation programs should be examined with accountabilities in place to measure and report the effects on student learning their respective teachers are producing. It is especially important that Indiana's teachers be equipped in methodologies that are relevant, rigorous and connected to engaging today's students, recognizing that historically prevalent traditional models may no longer be applicable or productive.

In our efforts to strengthen teacher preparation, Indiana should pay particular attention to comprehensive work being done in Louisiana. Their Blue Ribbon Commission on Teacher Quality has made significant gains in the area of teacher-education reform including a complete redesign of teacher-education programs at all public and private universities, strengthening of course-content knowledge required of all teachers, implementation of an accountability system, ongoing professional development for teachers, and streamlining of alternate certification programs to make it simpler and more attractive for qualified noneducation graduates to move into teaching.¹²

In addition, Arthur Levine shared with the Commission for Higher Education his call to reinvent schools of education using a model much like our teaching hospitals for those pursuing the field of medicine. Using this model, teacher-education programs can become places where theory and application meet hand in hand on a daily basis. Levine's Woodrow Wilson Fellowship project involving Ball State University, University of Indianapolis, Purdue University (PU) and Indiana University-Purdue University Indianapolis (IUPUI), launched this year in Indiana, is a promising effort to make this vision a reality.

Recommendations

- Indiana's colleges and universities must make the preparation of educators and school leaders a top priority and align resources accordingly and must work closely with our K-12 counterparts to improve the preparation of teachers, school leaders and counselors.
- Indiana's colleges and universities should ensure that new teacher candidates have strong subject-matter content knowledge.
- Indiana should work to transform education schools into professional schools that focus on classroom practice. Medical schools provide a model.
- Indiana should collect and make available meaningful data to inform schools, institutions, the public and policymakers about the quality and effectiveness of teacher-preparation programs throughout the state. The primary measure of program success should be student achievement.
- Indiana should continue developing longitudinal data systems that record student-learning growth in K-16. This would be an indication of how successful education schools are in preparing teachers to staff K-12 schools. Louisiana is a leading example of how universities can mine K-12 data to improve teacher-preparation programs.

A Call for Clear Content-Knowledge Expectations

A recent analysis of state teacher-preparation policies revealed that Indiana's only measurable criteria for teaching content-specific courses in high school is holding a major in that content area. Indiana's teacher standards do not specifically refer to new teachers nor do they delineate the knowledge requirements the state holds for entry-level teachers. The report recommends that Indiana revise its teacher standards to exclude all untestable and emotionally driven statements and to more clearly address the requirements held for new teachers.¹³

In addition, Indiana's policies do not reflect the strong research consensus in reading instruction that has emerged over the last few decades. Teacher-preparation programs, still caught up in the reading wars, may resist teaching scientifically based reading instruction. As reading is the foundation for all learning — and an important part of the academic rigor of higher education — it is imperative that all of Indiana's teacher-preparation programs teach reading instruction based on scientific research.

Revising Indiana's teacher standards is necessary to articulate the entry-level knowledge and skills that all teachers in the state must have and be able to demonstrate. In addition, Indiana needs a pedagogy test aligned with clear standards that describe what teachers should know and be able to do to ensure that they have the requisite professional knowledge for the classroom.

Recommendations

- Indiana’s standards for new teachers should be revised to provide clear and measurable expectations for entry-level teachers as well as clearly define and set the content-level expectations for teacher-preparation programs. Indiana must ensure that all teachers are masters of the subject matter they teach.
- Reading is fundamental to college success. Indiana should ensure that new teachers know the science of reading instruction by adopting more specific teacher standards that reflect the science described in the National Reading Panel’s 2000 report “Teaching Children to Read.”
- Indiana should require new teachers to pass a rigorous test of reading instruction to attain licensure. Elementary teachers who do not possess the minimum knowledge needed should not be eligible for a teaching license.

Expanding University Research to Inform Efforts to Improve Classroom Learning

Approximately 85 percent of the teachers, administrators, curriculum directors and school counselors working in Indiana’s public K-12 schools received their professional training from an Indiana college or university.¹⁴ Conversely, 84 percent of all the students entering Indiana’s public colleges and universities in fall 2006 were prepared in Indiana high schools — ranging from 100 percent at many of the regional and community college campuses to 62 percent and 65 percent at Indiana University (IU) Bloomington and Purdue University (PU) West Lafayette respectively.¹⁵ With such a vested and connected interest in ensuring our K-12 partners succeed at preparing students for college success, we must take full advantage of and expand opportunities for our institutions to conduct meaningful and relevant research that will inform classroom instruction and school leadership.

Sixty percent of the state’s teachers have been in the classroom for 10 years or more.¹⁶ Though this experience is valued, teachers need ongoing professional development, support and access to current research and information on effective teaching strategies, classroom management, differentiated instruction and other relevant areas to raising student achievement. As research institutions, our colleges and universities should be leading efforts that help advance the work of our K-12 partners.

Recommendations

- Indiana’s colleges and universities should examine institutional practices to eliminate barriers to research focused on informing and assisting our K-12 partners in improving student achievement and leading effective schools.
- Indiana’s colleges and universities should be doing research that informs and advances the work of K-12 educators in our state.

Shortage of Math and Science Teachers

As partners in the student preparation for success agenda, one of the most important contributions higher education can make is to help make sure there is sufficient supply of teachers qualified to teach all students to high levels of performance. Shortages of teachers in key content areas — mathematics, science, world languages and special education — challenge schools in their work to ensure that all students get the rigorous coursework that higher education and the global economy demand.

Though the state has an overabundance of elementary teachers, Indiana schools continue to experience shortages in critical areas. During 2006-2007, the state granted 2,545 initial practitioner licenses in the area of elementary education — but only 20 in the area of physics. In addition, there is a growing need to expand the pool of school principals and superintendents well prepared and willing to take on the demanding challenges of leading schools and school districts today.

Teacher-production data should be readily available by institution and content area. Our colleges and universities should be knowledgeable and concerned about the state's teacher supply-and-demand needs and be active partners in finding innovative solutions to helping meet immediate K-12 needs.

Recommendations

- Higher education must be informed and willing partners in stemming teacher shortages and ensuring that K-12 schools have sufficient supply of effective teachers by accelerating the recruitment of our very best into the teaching profession — and providing incentives for students to pursue math, science and special education teaching careers. Efforts such as the New Teacher Project, Teach for America and the Woodrow Wilson Fellowship project should be expanded.
- Indiana should regularly review the professional coursework that teacher candidates are required to take to ensure an efficient and balanced program of study and to control unnecessary coursework creep that may be dissuading students from entering specific areas of teaching as noted in the recent state policy analysis by the National Council on Teacher Quality — State Teacher Policy Yearbook.

Promoting the Teaching Profession

Teachers play a critical role in the lives of our children and in the success of their K-12 education. Collectively, we must do more to promote teaching as a profession that is valued and find meaningful ways to lift up classroom teaching as a highly respected and appreciated career path and expand efforts to recruit high-quality candidates into teaching.

Recommendation

- Indiana must do more to promote teaching as a profession that is valued, finding meaningful ways to lift up classroom teaching as a highly respected and appreciated career path.

ACADEMIC PREPARATION FOR COLLEGE SUCCESS (K-12 Pipeline)

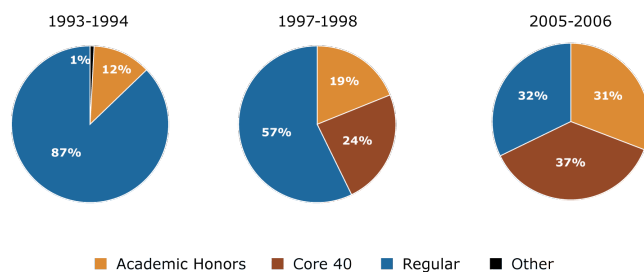
Research indicates that the best predictor of success in college is the academic preparation received in high school. Research also indicates that taking rigorous courses in high school can overcome a variety of determining factors and socioeconomic circumstances, including poverty and the level of parental education.¹⁷

Regardless of whether new high school graduates aspire to careers requiring a college degree, technical certificate or apprenticeship, the prerequisites are virtually the same — algebra, geometry, laboratory sciences and strong communication skills. Today's global economy adds foreign languages to these expectations.

Indiana has done a good job of identifying and communicating minimum course expectations (Core 40) for college and work readiness. Collaborative work by K-12, higher education and the business communities has significantly moved more students through these important courses (68 percent graduated with Core 40 in spring 2006). More recent policy changes called for by Indiana's Education Roundtable and supported by the Commission for Higher Education take additional steps to ensure that all students get these important classes by making Core 40 the required high school curriculum beginning with the graduating class of 2011.

College Preparation

Academic Honors and Core 40 together represent 68 percent of all Indiana high school diplomas after a decade of voluntary participation

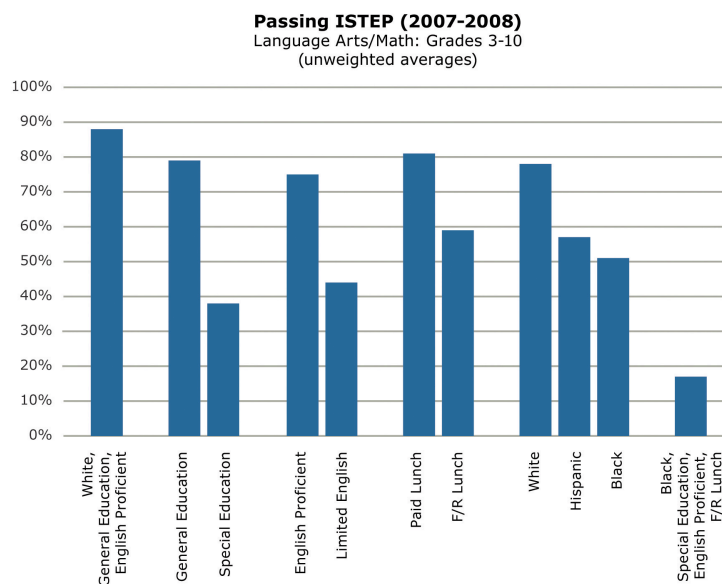


Source: Indiana Department of Education, ASAP, 2008.

Though this progress is significant, many states are calling for all students to take even more mathematics (four years of high school math) and a world language. Statistics show that high school students who complete mathematics higher than Algebra II double their chances of completing a college degree. Currently these expectations are encouraged but not required for Core 40. We believe they should be required.

Unacceptable achievement gaps exist that separate low-income and minority students from their peers. Data show that gaps in achievement exist at every level in our education system — from the early years through college completion. Research shows that these gaps can be overcome. Regardless of socioeconomic status or family background, students succeed if they have a series of several good teachers,

and they learn far more and fail less often in rigorous courses than they do in low-level remedial courses. Studies demonstrate that poor and minority students will achieve at the same high levels as other students if they are taught to those levels. Not all students learn in the same ways and on the same schedule. Some students need more time, extra support and differentiated instructional methods to reach high standards — and high standards should always be expected.



Source: ISTA, 2008.

High schools should be encouraged to adopt innovative approaches to learning and to pursue promising redesign models (i.e., New Tech High, Early College, Diploma Plus, I-STEM Resource Network efforts and others). Indiana's colleges and universities must be active partners in K-12 capacity building to support new ways of delivering instruction to ensure that more students of all backgrounds achieve at high levels.

Recommendations

- Indiana should require students to take a rigorous math class their senior year, and world language should become a core course requirement to earn a Core 40 diploma.
- Indiana's colleges and universities should encourage students to complete the more rigorous coursework required to earn Core 40 with Academic Honors (and Technical Honors as it develops) — so that by 2011, at least 50 percent of Indiana high school students complete one of these diplomas.
- Ball State University, IU Bloomington, and PU West Lafayette should move toward requiring Core 40 with Academic Honors (and consider Core 40 with Technical Honors with world language as it develops) as a minimum admissions standard — allowing time to clearly communicate this increased expectation to students, families and high schools.
- Indiana's colleges and universities should be intentional partners in efforts to grow the pool of Hoosier students meeting this more rigorous requirement. Particular attention should be paid to closing achievement gaps that exist between minority and low-income students and their nonpoor peers.

Ensuring Core 40 Rigor

Increased access to higher education does not guarantee success. Currently, 62 percent of Hoosier students go directly to two- or four-year colleges after graduating from high school,¹⁸ and nearly a quarter of those students do not return for their second year of college.¹⁹ Though reasons for dropping out are many, one factor is clear: Access without the preparation to succeed is not a true college opportunity.

Though Indiana students are taking and completing more Core 40 courses, Indiana high schools must be as attentive to ensuring the rigor of these courses. Research shows that the quality and intensity of the high school curriculum is the single most important predictor of college completion.

Results on multiple assessments including statewide end-of-course exams and college placement tests indicate that a significant number of students are not learning the academic content called for in Indiana's Academic Standards for Core 40. Assessment results also show wide discrepancies of learning not only among high schools across the state but also between classrooms in the same high school.²⁰

End-of-Course Assessments

- 24% Pass Rate for Algebra I
- 51% Pass Rate for English Grade 11

Pilot College Readiness Indicator

Participating high school students completing Algebra II course:

- 5% Would place in college-level math
- 95% Were not proficient in Algebra II
- 57% Were not proficient in Algebra I

35% of students at a public university receive low grades (D or F) in or withdrawal from their first college-level math course.

Source: Indiana Department of Education, Spring 2006 ECA Assessment.
Pilot college readiness test results, 2005-2006, Indiana Commission for Higher Education.
Survey conducted by Indiana Commission for Higher Education, 2006.

Ensuring that all students get a full dose of the rigor they deserve must be a priority. Higher education has important work to do to assist with this effort. Indiana high schools and their faculties have been asking for meaningful feedback from colleges on the success of their students. They need consistent information that they can work with to improve student learning. Core 40 sends a clear message about the courses students must take — a more specific and consistent statewide definition of readiness to begin credit-bearing coursework is needed.

A Call for a Common Measure of Readiness to Begin Credit-Bearing Coursework

In Indiana, like most states, individual colleges determine whom to admit, and then after admittance, administer placement tests — usually in reading, writing and math — to distinguish between students who are ready for credit-bearing study and those who need remedial work. However, each college uses a different test and/or a different cut score.

Though it may be appropriate for colleges with different missions to admit students on a range of criteria relevant to their individual institutions, it is reasonable to ask that our institutions agree at least on the minimum reading, writing and mathematics skills necessary to begin college-level work. In other words: What level of achievement should students demonstrate to show they are college ready?

According to The Education Trust, “failure to provide a solid and consistent achievement definition leaves our high schools vulnerable to merciless beatings in the press for increases in the number of recent graduates requiring ‘remediation’ in college — not because preparation actually got worse (it may have gotten better) but because this graduating class attended a slightly different mix of higher education institutions requiring a different mix of placement tests.”

Indiana has done more in the way of aligning high school curriculum with college admissions than most other states, but more opportunity exists to provide earlier and more frequent and meaningful feedback to students and schools. A best practice model can be found in California. For example, the California State University System recognized that many students, despite earning the appropriate grades in challenging coursework, were requiring a significant amount of remediation. In response, they created the Early Assessment Program, developed by the California State University System, the State Board of Education and the California Department of Education. The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school and to facilitate opportunities for them to improve their skills during their senior year.²¹

Recommendations

- Define a common college readiness assessment and passing score range that will be used consistently to determine if a student is ready to start credit-bearing college-level coursework. This common metric should be determined collaboratively between higher education and K-12 and also should be used to identify student remedial needs.
- Work with the Indiana State Board of Education to implement an aligned system of voluntary college readiness tools that students may take advantage of at key points during their K-12 years. These assessments should provide students and teachers with understandable and dependable signals of whether or not a student is on track to meet the common metric for college readiness (i.e., ACT tools — EXPLORE, PLAN, ACT; College Board tools — new 8th grade assessment, PSAT, SAT; CSU Early Assessment Program; etc.).
- Communicate information from these college readiness assessments in ways that provide schools, teachers, students and families with a clear understanding of where the students are in terms of their academic progression. Information should be timely to allow students to use the junior and/or senior year to correct any academic deficiencies while in high school rather than taking remedial coursework in college.

Paying Particular Attention to Improving College Readiness of Low-Income and Minority Students

Meeting the challenges of a global economy will require dramatic improvement in closing the gaps that separate low-income and minority students from their peers. Simply raising college admissions standards without growing the pool of qualified applicants will not work.

The SAT Testing and Student Populations table illustrates current realities of the gaps that exist between the desired admissions targets for IU Bloomington and PU West Lafayette and student populations meeting those desired targets.

SAT Testing and Student Populations (2007)²²

	Number Tested	Number with GPA B+ through A and SAT of 1200-1600	Percentage of Total	SAT Average
Indian	256	18	0.32%	1319
Asian	932	245	4.31%	1356
Black	2,658	62	1.09%	1286
Latino	1,366	87	1.53%	1297
White	34,398	4,933	86.77%	1297
Other	935	115	2.02%	1302
No Response	2,366	267	4.70%	1333
Total	41,569	5,727		1301

Indiana's colleges and universities should partner with K-12 schools with high numbers of low-income and first-generation college families to develop and expand college-bound initiatives focused on growing the pipeline of prepared students (i.e., PU's IPS Science Bound, IUPUI's Bridges to Success).

Recommendations

- Indiana's colleges and universities should be encouraged to partner with K-12 schools to provide "bridge" programs to more actively prepare, support and recruit low-income and minority students into higher education.
- College faculty should be encouraged to develop longstanding relationships with high school faculty to support student success in key academic areas — assisting with instructional alignment between the last years of high school and first years of college.

- Indiana's colleges and universities should develop targeted initiatives to provide academic support and acceleration opportunities for Twenty-first Century Scholars students in grades 6-12.
- Advanced Placement (AP) course-taking information should be disaggregated at the state level and the high school level to provide information on who is receiving these opportunities. Efforts to expand AP and high-quality dual credit should ensure that those most in need of this rigorous coursework get it.
- Pre-AP initiatives should be expanded to increase the number of students prepared to succeed in AP in high school.

Reflecting on Our Respective Roles and Responsibilities

As we collectively work to improve student preparation for college success, it is interesting to note that nationally the fastest-growing part of the high school curriculum at the moment is dual credit and AP — or college-level courses. At the same time, the fastest-growing part of the college curriculum is remedial — or high school-level courses.²³

This information might call into question whether it makes sense for us each to keep trying to do the other's work.

Colleges providing remediation for ill-prepared recent high school graduates divert resources away from collegiate-level instruction. Despite Indiana's steps to move remedial coursework out of our more expensive research universities and into a more cost-effective community college delivery, providing high school-level work at the college level costs the state, the institution and the student. The costs may be greatest to the individual: Many of these students leave college before earning a degree.

Though no conclusions are being made at this time, we believe this information should be considered as we work together toward ensuring that the vast majority of Indiana students complete a college degree.

SUMMARY OF KEY COLLEGE PREPARATION RECOMMENDATIONS

1. Preparation of Teachers and School Leaders for K-12 Success (Higher Education Pipeline)

- Indiana's colleges and universities must make the **preparation of educators and school leaders a top priority** and align resources accordingly and must work closely with our K-12 counterparts to improve the preparation of teachers, school leaders and counselors.
- Indiana's colleges and universities should ensure that new teacher candidates have **strong subject-matter content knowledge**.
- Indiana should work to **transform education schools** into professional schools that focus on classroom practice. Medical schools provide a model.
- Indiana should collect and make available meaningful data to inform schools, institutions, the public and policymakers about the **quality and effectiveness of teacher-preparation programs** throughout the state. The primary measure of program success should be student achievement.
- Indiana should continue developing **longitudinal data systems** that record student-learning growth in K-16. This would be an indication of how successful education schools are in preparing teachers to staff K-12 schools. Louisiana is a leading example of how universities can mine K-12 data to improve teacher-preparation programs.

2. Teacher Content-Knowledge Expectations

- Indiana's standards for new teachers should be revised to provide clear and measurable expectations for entry-level teachers as well as clearly define and set the content-level expectations for teacher-preparation programs. Indiana must **ensure that all teachers are masters of the subject matter they teach**.
- Reading is fundamental to college success. Indiana should ensure that new teachers know the science of **reading instruction** by adopting more specific **teacher standards** that reflect the science described in the National Reading Panel's 2000 report *Teaching Children to Read*.
- Indiana should require new teachers to pass a **rigorous test of reading instruction** to attain licensure. Elementary teachers who do not possess the minimum knowledge needed should not be eligible for a teaching license.

3. Research to Improve Teaching, Learning and School Leadership

- Indiana's colleges and universities should **examine institutional practices to eliminate barriers to research** focused on informing and assisting our K-12 partners in improving student achievement and leading effective schools.
- Indiana's colleges and universities should be doing **research that informs and advances the work of K-12 educators** in our state.

4. Teacher Shortages — Math, Science and Special Education

- Higher education must be informed and willing partners in stemming teacher shortages and ensuring that K-12 schools have sufficient supply of effective teachers by accelerating the **recruitment of our very best into the teaching profession** — and providing incentives for students to **pursue math, science and special education teaching careers**. Efforts such as the New Teacher Project, Teach for America and the Woodrow Wilson Fellowship project should be expanded.
- Indiana should regularly review the professional coursework that teacher candidates are required to take to ensure an efficient and balanced program of study and to **control unnecessary coursework creep** that may be dissuading students from entering specific areas of teaching as noted in the recent state policy analysis by the National Council on Teacher Quality — State Teacher Policy Yearbook.

5. Promoting the Teaching Profession

- Indiana must do more to **promote teaching as a profession that is valued**, finding meaningful ways to lift up classroom teaching as a highly respected and appreciated career path.

6. Academic Preparation for College Success (K-12 Pipeline)

- Indiana should require students to take a **rigorous math class their senior year**, and **world language** should become a core course requirement to earn a Core 40 diploma.
- Indiana's colleges and universities should encourage students to complete the more rigorous coursework required to earn **Core 40 with Academic Honors (and Technical Honors as it develops)** — so that by 2011, at least 50 percent of Indiana high school students complete one of these diplomas.
- Ball State University, IU Bloomington, and PU West Lafayette should move toward requiring Core 40 with Academic Honors (and consider Core 40 with Technical Honors with world language as it develops) as a **minimum admissions standard** — allowing time to clearly communicate this increased expectation to students, families and high schools.
- Indiana's colleges and universities should be **intentional partners in** efforts to grow the pool of Hoosier students meeting this more rigorous requirement. Particular attention should be paid to **closing achievement gaps** between minority and low-income students and their nonpoor peers.

7. Ensuring Core 40 Rigor: A Common Measure of Readiness for Credit-Bearing Coursework

- Define a **common college readiness assessment and passing score range** that will be used consistently **to determine if a student is ready to start credit-bearing, college-level coursework**. This common metric should be determined collaboratively between higher education and K-12 and also should be used to identify student remedial needs.

- Work with the Indiana State Board of Education to implement an aligned system of voluntary college readiness tools that students may take advantage of at key points during their K-12 years. These assessments should provide students and teachers with **understandable and dependable signals** of whether or not a student is on track to meet the common metric for college readiness (i.e., ACT tools — EXPLORE, PLAN, ACT; College Board tools — new 8th grade assessment, PSAT, SAT; CSU Early Assessment Program; etc.).
- **Communicate information** from these college readiness assessments in ways that provide schools, teachers, students and families with a clear understanding of where the students are in terms of their academic progression. Information should be timely to allow students to **use the junior and/or senior year to correct any academic deficiencies while in high school** rather than taking remedial coursework in college.

8. Improving College Readiness of Low-Income and Minority Students

- Indiana’s colleges and universities should be encouraged to **partner with K-12 schools to provide “bridge” programs** to more actively prepare, support and recruit low-income and minority students into higher education.
- College faculty should be encouraged to develop longstanding relationships with high school faculty to support student success in key academic areas — assisting with **instructional alignment between the last years of high school and first years of college**.
- Indiana’s colleges and universities should develop targeted initiatives to provide **academic support and acceleration opportunities for Twenty-first Century Scholars** students in grades 6-12.
- AP course-taking information should be disaggregated at the state level and the high school level to provide information on who is receiving these opportunities. Efforts to expand AP and high-quality dual credit should ensure that those most in need of this rigorous coursework get it.
- **Pre-AP initiatives should be expanded** to increase the number of students prepared to succeed in AP in high school.

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